DOCUMENT RESUME

ED 186 064 JC 800 227

AUTHOR Meadows, Robert J.
TITLE Critiquing the Role of the Community College in Criminal Justice Education: Curriculum Trends and Analysis.
PUB DATE Apr 80
NOTE 40p.; Graduate seminar paper, Pepperdine University

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Associate Degrees; *Community Colleges; *Criminology; *Curriculum Development; Curriculum Problems; Educational Needs; Educational Philosophy; General Education; Interviews; *Law Enforcement; Literature Reviews; *Police Education; Professional Education; Teacher Attitudes; Teacher Qualifications; Teacher Selection; Two Year Colleges; Vocational Education

ABSTRACT

Based upon a literature review and interviews with selected criminal justice educators, this critique of criminal justice or police education attempts to explore some of the criticisms being leveled against community college criminal justice education and certain issues and trends related to the field that are becoming evident. To place this discussion in context, some of the problems in criminal justice education and its history are summarized first. Then a review of the literature is presented, which considers the philosophy of curriculum development and points to five basic models of police education, i.e., the general education, the criminal justice education as a liberal art, the criminal justice education as professional education, the fusionist criminal justice education, and the police technology as technical or vocational training models. Next, selected trends in criminal justice education are identified, including: (1) the increasingly academic orientation of criminal justice instructors, who had been primarily retired police officers; (2) the slow withdrawal of vocational training from the college classroom; (3) the increasing emphasis on courses stressing written and oral communications; and (4) the advent of non-traditional approaches using field placement and site visitations. Finally, several successful criminal justice programs are identified, as revealed in interviews with selected criminal justice educators. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186064

CRITIQUING THE ROLE OF THE COMMUNITY COLLEGE IN CRIMINAL JUSTICE EDUCATION: CURRICULUM TRENDS AND ANALYSIS

Presented

by

Robert J. Meadows

In Partial Fulfillment of
the requirements for
Education 706

Dr. B. L. Johnson
Pepperdine University

April 1980

JC 800 227

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert Meadows

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

INTRODUCTION 1

SOME PROBLEMS IN CRIMINAL JUSTICE EDUCATION 2

HISTORY OF CRIMINAL JUSTICE EDUCATION. 5

REVIEW OF THE LITERATURE 8

TRENDS IN CRIMINAL JUSTICE EDUCATION 16

IDENTIFYING SUCCESSFUL CRIMINAL JUSTICE PROGRAMS 23

CONCLUSIONS 28

REFERENCES 30

BIBLIOGRAPHY 35

INTRODUCTION

Criminal justice education in many community colleges and universities is currently undergoing changes. There is considerable debate among practitioners and academicians concerning the role of community colleges in criminal justice or police education. Much of the debate has bordered on curriculum planning. Many academicians favor theoretical curricula emphasizing conceptual development, while some practitioners argue for a more technical education which stresses skill development. Regardless of the curriculum emphasis, the community college has an important role in criminal justice education. However, the role is being challenged. Many criminal justice programs (curricula) in community colleges are undergoing criticism. In addition, there are trends taking place. This paper will review some of these criticisms and trends. There will also be a review of selected literature pertaining to various models of criminal justice curricula. To better understand the criticisms of criminal justice education in the community colleges, a brief introduction is offered reviewing some of the main problems confronting police education in community colleges. It is not the purpose of this paper to acquaint the reader with all the issues confronting criminal justice education in the community colleges, but to discuss some prominent curriculum issues and trends. The purpose of the paper is to acquaint the reader with present

trends in curricula programming in community colleges. The reader will become familiar with some of the popular models of criminal justice education. Interviews were also conducted with selected criminal justice educators. The interviews were arranged to assist in identifying successful programs in criminal justice. Since many of the issues overlap in the four-year programs, reference will be made to those programs as well. For purposes of clarification, Criminal Justice is a broad category including law enforcement, corrections, and the judicial system. Police and Criminal Justice Education will be used interchangeably through the paper. It is hoped that the reader will gain a better insight into the direction of criminal justice education.

SOME PROBLEMS IN CRIMINAL JUSTICE EDUCATION

The turbulent and social conflicts of the 1960s pushed the police and criminal justice agencies into the national spotlight. There was a call for social reform in many institutions. The police role was being challenged. The establishment was being challenged. Thus, police education was becoming an important area of consideration. The idea of higher education for police officers became accepted so rapidly that Congress created a Law Enforcement Education Program (LEEP) in 1968 to provide small grants to in-service employees of criminal justice agencies, and so-called forgiveable loans to potential (pre-service) employees. As a result, there was a rush by many community colleges to develop police

education programs. Since the creation of LEEP, the quality and direction of higher education for the police have been critically examined. A 1967 survey by the International Association of Chiefs of Police (IACP) counted 184 institutions offering undergraduate programs.[1] A great deal of police education is provided by the most accessible institutions of all: the public community colleges. Community colleges enroll more students than any other type of institution, accounting for 46 percent of all higher education enrollments.[2] In recent years, criticisms of criminal justice education in community colleges has been widespread. The criticisms attacked curriculum and faculty. Many early community college curriculum stressed vocational training. (Many early programs were called Police Science.) In addition, many community college programs in criminal justice were administered by former law enforcement practitioners with limited academic preparation.

Police education, in the community colleges, has also been vulnerable to a wide variety of influences. These influences have affected the quality of criminal justice education. In the past, many college administrators had been pressured by local and state agencies in developing specialized curricula in police education. Several critics, such as the American Bar Association, have complained that career education for the police services only serves parochial concerns prevalent in the police field.[3] In other words, academic standards were lacking. This complaint has been directed primarily at the community colleges. Evidence of this problem may be found in the institution of

law enforcement itself. Law enforcement, in other words, is hopelessly fragmented among some forty thousand independent agencies. Many of these agencies have fewer than five full-time officers. In addition, many of these agencies have specific needs and concentrate on specific types of crime problems.[4] In view of these concerns, many college programs throughout the nation have been modified to meet these specific needs. There is also a problem of employment opportunities. Many students are unable to gain employment due to unfavorable political or budgetary conditions. For example, the politics of hiring quotas are affecting police operations. In January, 1980, the Los Angeles Police Department was significantly understaffed because of a city-imposed hiring freeze. At that time, the Department was understaffed by 450 officers.[5] Students attending the community colleges may become frustrated in their attempts to secure employment. Until there are some serious political and financial changes in law enforcement, the intent of higher education to improve police performance will meet with interference. A final problem to be discussed is the problem of college administrators. It is usually the deans in these colleges who hire, evaluate, promote, or terminate the faculty, as well as deciding which courses the faculty must teach.[6] It is suggested that there is little autonomy and faculty control in community college criminal justice programs.

Despite these problems, there is a movement in our nation's community colleges to reduce vocational-oriented curricula in criminal

justice education. The movement is directed toward liberalizing the educational process. The movement has set the stage for ideology struggle between academicians and practitioners. Many educators support the contention that students pursuing a criminal justice degree should be educated in a wide variety of disciplines, including but not limited to the police education programs. Many academicians supporting this view oppose practitioners on the grounds that they (practitioners) favor technical (skill-oriented) courses in police and criminal justice and not enough in psychology, sociology, and other academic areas. The problems seem clear. Community colleges must assure that quality faculty are recruited and that broad based curricula are developed. The debates border on how this is to be done. At this point, it is important to review the history of Criminal Justice Education in America.

HISTORY OF CRIMINAL JUSTICE EDUCATION

Police education began with the police seeking out the university. Unfortunately, colleges were unable to educate the police properly due to a lack of resources and research capabilities. Nevertheless, community colleges were accessible to large numbers of police officers and students aspiring to be police officers. However, police education has typically shared community college campuses with education

for manual and clerical trades and crafts.[7] Thus, these programs have been associated as a vocational or occupationally-oriented program.

The development of police education in the United States is generally traced back to August Vollmer in 1917.[8] Vollmer, who was the Police Chief at Berkeley, California, recruited University of California students as part-time police officers in Berkeley. Vollmer felt that pre-employment training and education would help the future police officer deal with many complex problems of their environment, to expand perceptions of social problems, and to help in dealing with a variety of people on the social-economic scale. Vollmer believed in a broad-based education. The following quote summarizes his position:

> ...The recruit training program continues, but it is evident that the time is rapidly approaching when the educational institutions of the state must take over the task of preparing professionally trained students for the police service...[9]

It was under Vollmer's guidance that the first degree program in police science was developed at the University of California in 1923.[10] Vollmer had considerable influence in his own state of California where the practice of hiring college graduates increased steadily, but slowly. Due to Vollmer's influence, California led the nation in its drive for educated police officers. In 1930, the first two-year college police program was initiated at San Jose Junior College, but the first grant to such a program did not begin until 1966.[11] Since Vollmer's reforms,

there have been other voices echoing the need for higher education for the police. Fosdick, in 1920, favored the establishment of a profession of public administration that would include police administrators so that universities might influence police services.[12]

Many of the early college offerings devoted to police studies concentrated on administration and were commonly referred to as police administration. These programs were often inappropriate since they were preparing college students to assume administrative positions in organizations that were reserved and dominated by veteran employees.[13] The suggestion made is that these early programs were not meeting the needs of the students or the police profession. In the years following Vollmer's reforms, there was little improvement in police education. After World War II, police education accelerated substantially. Returning veterans sought out careers in public service. Likewise, colleges began to develop relevant educational programs. By 1950, there were ten associate degree programs in five states. By 1960, there were over 35 associate degree programs.[14] The rapid growth of community colleges provided a ready-made vehicle for the expansion of academic programs at the associate level. Because of California's early efforts in police education, the greatest growth has occurred in that state. In 1967, the President's Commission on Law Enforcement and Administration of Justice recommended that the "ultimate aim of all police departments should be that of personnel with general enforcement powers have baccalaureate degrees."[15] The 1969 publication of Municipal Police

Administration recommended that the educational level of police officers be at least two years of college.[16] The emphasis on higher education in both these publications was due to the increasing number of social problems confronting the police officer. The 1960s brought forth a new era for the American criminal justice system. Rising crime rates and social unrest strained the system to a near breaking point. A response to this problem has been higher education for the police. The trend in higher education for the police is continuing. In 1975, there were 729 community college programs in 376 four-year programs.[17] It is clear that the bulk of police/criminal justice education is provided by the community colleges.

As discussed, police education has gone through many changes. As societal conditions become more demanding, colleges and universities will be expected to develop curricula to meet these contemporary challenges. To gain a better perspective of these challenges, it is important to review selected models and perspectives on criminal justice education. Although there will be special emphasis on two-year colleges, reference will be made to four-year institutions as well.

REVIEW OF THE LITERATURE

The literature in criminal justice education provides some interesting insights into the philosophy of curriculum development. Police

education varies from one college to the next on each of the major issues in curriculum. A key to understanding police education, however, is to examine the contemporary police role. The police role is multi-faceted. It is indeed not clearly defined. The police are expected to perform a variety of sensitive demanding tasks. The police role should be examined according to its services to the public. Studies have shown that the average patrol officer spends from 80 to 90 percent of his time handling various service-related calls which are unrelated to crime control or law enforcement.[18] If the police role is to be viewed in this manner, then it follows that many of the approaches used to educate the police will be related. Unfortunately, this is not always the case. There are many perspectives on criminal justice education. Bell suggests that many course offerings and programs were developed and implemented without deliberation. This has occurred in the two-year and four-year institutions.[19] In addition, the literature has not been consistent in its examination of criminal justice education. There have been different models implemented in the colleges. The literature points to five basic models:

1. General education
2. Criminal justice education as a liberal art
3. Criminal justice as a professional education
4. Fusionist criminal justice education
5. Police technology as technical or vocational training[20]

Each of these models will be briefly reviewed.

The American Bar Association, in 1973, favored a general education program for police officers. The curriculum should cover a general course of study such as American History, Constitutional Law, Abnormal Psychology, Urban Affairs, Social Disorganization, and Politics.[21] The arguments in favor of a general education model for criminal justice students is also voiced by Salten. He suggests that a general education gives students more options for employment after they leave police service.[22] A student's education must be diversified not prescriptive and narrow. Opinions on the liberal arts model have also been mixed. The liberal arts approach provides students with a broad theoretical curriculum. Courses of study in the social sciences (i.e., sociology, psychology) dominate this model. This model is primarily concerned with the explanation and understanding of human behavior. An argument against a liberal arts education, however, was researched by Hoover who found that recruits who had majored in a field other than criminal justice were less likely than criminal justice majors to say that they anticipated serving their entire careers in criminal justice-related work.[23] The suggestion is made that potential criminal justice employees should have a more specialized major. Goldstein argues, however, that a traditional liberal arts curriculum for police education is valuable and that emphasis on criminal justice education is unduly restrictive in studying the totality of police functioning and the police as an institution.[24] In other words, the bulk of police work takes place before the prosecution stage.

There is support in some colleges for the so-called professional model of education. The professional model emphasizes descriptions of professional and policy issues rather than broad theoretical explanations of deviance and social control.[25] A study by Tenney in the late 1960s showed courses as Police Management Systems, Police Administration, Police Supervision, and Police Patrol and Services.[26] The professional model is found in community colleges and universities. Another model suggested for police education is termed the fusionist approach.[27] In reviewing this approach, we see a combination between a liberal and technical education. This model is growing in popularity. It avoids a theoretical vocational training, but it raises the place of vocation and service in the value system of higher education. This model allows the student to take many general courses along with some police-oriented courses. The courses are designed in a liberal arts fashion. The fusionist position is also articulated in discussions of the professional education model for police education. The most criticism concerning police education is directed at the so-called technical or vocational training model. Most two-year and many four-year specialized police education programs offer courses on policing that are similar to what is taught in police academies. Sherman suggests that these courses are taught at an extremely concrete level, prescribing how to perform police tasks without analyzing the rationale for these tasks.[28] This model of police education is the target of most criticism of police education.[29] Stinchcomb points that

two-year programs suffer from intellectual aridity.[30] It is interesting to note that as recently as the late 1960s, some colleges were actually teaching courses in handcuffing and the use of the nightstick.[31] Vocational or technical curricula tend to incorporate courses that are very basic. They often lack creative and conceptual learning objectives. While excessive vocational curricula have been criticized, it can also be stated that acquiring specific skills is no less appropriate than courses in legal research methods for lawyers. The problem is that training courses devoid of theoretical or analytical content are inadequate for preparing students for anything besides doing police work as it is presently done.[32] Police or career education, as written by Rudolph, needs to emphasize "perceptive social critics not contented technicians."[33] As suggested, most criticism is directed toward vocational curricula. The five models discussed have advantages and disadvantages. Any attempt to encourage or require all college-educated officers to pursue any of the models is wrong.

Saunders argues that the two year police science program is an attempt to provide a sound professional orientation through a sequence of specialized courses acquainting the student with the historical and philosophical basis for the police service and a related body of knowledge concerning the American system of justice, criminal law, rules of evidence, criminal behavior, and the concepts of police organizations and management.[34] Higher education programs have also been criticized for not meeting the requirements of the police role. Tenney points

out two fundamental problems:

> First is the fact that curriculum development in law enforcement...has proceeded almost entirely without benefit of task analysis, that is, studies of what individuals in various work situations in the system actually do. ...Until we are more certain of exactly what it is we are educating the individual to do, the task of doing so...will be brought with frustrations and futility. Second, is the lack of clearly defined goals for the educational process. Simply to say that the overall goal is to professionalize the police offers little illumination. In law enforcement higher education no... Common agreement on goals yet exists.[35]

There have been numerous recommendations on police education curricula. The following recommendations have been suggested by Sherman and the National Advisory Commission in Higher Education for Police Officers. These recommendations reflect one of the most recent perspectives regarding curriculum change. Two such recommendations are cited below:[36]

1. The required number of specialized courses in police or criminal justice in any police education program should not exceed one-fourth of the total work for the degree.

2. Police education programs that offer vocational training courses (courses that train students to perform specific police tasks) should replace those courses with more analytical and conceptual courses on issues related to those tasks.

Discussions on the proper college curriculum can go on endlessly; however, it appears that the vocational model has received the most criticism.

Yarrington reports that certain vocational/occupational programs, while criticized by some educators, are increasing in popularity. In 1953, occupational education was an "add on" to junior college programs. Now, 17 years later, concern has shifted to the state of the humanities in community colleges. Students are now enrolling in occupational programs to increase their chances of employment upon graduation. Many students cannot afford a four year education. Some students are seeking programs which will provide them with the basic skills necessary to effectively perform in a particular occupational setting. By extension, traditional vocational training models to police education may not be that bad. Liberal or general educational models of police education may not be meeting the needs of some students or certain criminal justice agencies.[37] The National Advisory Commission, however, has recommended that community colleges phase out their two-year programs in police education. As an alternative, it is suggested that increased articulation take place between two and four-year colleges.[38] Despite these criticisms and recommendations, there are trends taking place in many community colleges to upgrade and broaden course offerings. Meadows offers the following recommendations:

> A quality two-year program is sufficient in preparing students for entry level positions in police agencies. The content and philosophy of a curriculum should be evaluated, not the number of years required for a degree... Educators must continually inspect these programs if they are going to keep pace with society's

> growing demands. A viable curriculum in criminal justice education requires the systematic implementation of new courses in addition to the updating of existing courses... Students must be educated in both technical and conceptual areas.[39]

The literature also provides us with evidence that higher education affects the police personality. Locke and Smith point out that higher education reduces the degree of authoritarianism in the police personality.[40] This change is due to courses that emphasize liberal and conceptual approaches to police education. Recent perspectives and models on police education have not been restricted to the United States. Canada also has several community colleges which provide police/criminal justice education. According to the Ontario Provincial Program Guidelines for College of Applied Arts and Technology, law and security administration studies is an integral part of the educational process. The curriculum is divided between general areas and professional areas. The general areas require course work in written and oral communications, while the professional areas include the administration of justice and security courses. Their model attempts to locate police within the framework of public education. Canadian students, that is, are encouraged in high school to take courses related to the criminal justice system. Courses in criminal justice are as important as courses in the political function, economic function, and so on.[41] When a Canadian student enters a community college or university, he or she will be better prepared to deal with the program objectives. In reviewing the objectives of the Ontario Provincial Program (Woodsworth College), there is a definite

emphasis on broad-based behavioral type courses. There are also some technical course offerings (i.e., police functions).[42] The Canadian model is reflective of the fusionist model. New trends in criminal justice education are taking place in many colleges. The next section will review some of these trends.

TRENDS IN CRIMINAL JUSTICE EDUCATION

In examining the emerging trends in criminal justice education, it is important to understand the changing police role. Many colleges are modifying their criminal justice curricula. This change is due in part to the complex social and institutional demands made upon the system of justice. Thus, the trend in some police education programs is toward the academic approach with slow withdrawal of the training (vocational) model from the college classroom. There appears to be growing support in both the police and academic communities for a curriculum which embodies the best of both liberal arts and professional education. This view, in other words, is strongly associated with the movement for an academic discipline of criminal justice which holds that the study of police-related topics can be approached as a liberal arts subject, particularly from the standpoint of social science research and policing.[43] The trends in criminal justice education are also the result of higher quality faculty. The faculty, in turn, is seeking academic accreditation. Some of the perspectives mentioned in this paper reflect these trends.

There is also increasing emphasis in many college curricula for courses stressing written and oral communications. Criminal justice agencies are human delivery agencies; thus, curricula must be developed which focuses on teaching effective communication skills. Some programs have, and many should require, courses in crisis intervention and interpersonal communication. Faculty from many disciplines should combine their talents in developing interdisciplinary education. In addition, two-year institutions are expanding their curricula to meet occupational demands. Many of these changes are taking place in the California Community Colleges. The California Association of Administration of Justice Education (CAAJE) reported in 1972 that an elective course curriculum in each of the major subsystems be developed. These major systems include law enforcement, courts, and corrections. In November, 1973, CAAJE recommended that two additional major subsystems be implemented: security services and physical evidence technicians.[44] The move by CAAJE suggested that many other vital areas need to be addressed other than law enforcement. There is also a movement in the two-year colleges for curricula offering a balanced program. This approach provides a good background in professional courses reinforced and supported by a number of carefully selected general education offerings. Such a program is designed to meet the needs of both the terminal and transfer students.[45] This approach attacks the vocational model. In other words, the concept of a balanced police curriculum is meaningless if the objective of the program is merely to prepare the students for immediate performance of

basic mechanical law enforcement tasks. The basic skills are best taught in the recruit academy and not in a college program.[46]

Non-traditional education is also popular in some colleges. This type of education provides students with more realistic learning experiences. Field placements and on site visitations encompass this approach. It has been suggested that work study programs are a trend in police education.[47] These programs allow students the opportunity to work in selected criminal justice agencies in order to gain practical experience. Students are taken out of the classroom and placed in law enforcement agencies, prosecutors' offices, correctional facilities, and probation agencies. Further evidence of this trend is offered by Poland.[48] He suggests that criminal justice students seeking careers in law enforcement should have some basic experience in the occupational setting he or she is considering. The community setting, in other words, provides an important instruction in criminal justice education. Students must be exposed to some of the problems, constraints, and issues relevant to these pursuits. It is the responsibility of the educators to develop and supervise students in these programs. Many other career programs, such as nursing, require students to complete some form of clinical or internship study.

Another trend occurring is the broad-based curricula approach. Kellog and Kennedy have written that the multi-disciplinary philosophy of criminal justice education is increasingly becoming a reality with faculties composed of psychologists, sociologists, political scientists,

and others with varied educational and experiential backgrounds.[49]

There is a movement to develop curricula that are similar in course content and transferability. The California Community Colleges, for example, have established a core curriculum in criminal justice education. In 1970, a five core curriculum was developed and standardized as required classes for all criminal justice majors.[50] The membership adapted these courses with the understanding that the course content be articulated to the four-year colleges. Most California Community Colleges require these courses. The five core courses are listed below:

1. Introduction to Administration of Justice
2. Principles and Procedures of the Justice System
3. Concepts of Criminal Law
4. Legal Aspects of Evidence
5. Community Relations

In addition to core requirements, there is a trend to diversify career options in the criminal justice programs. Criminal justice programs, that is, are becoming more flexible and academic. In reviewing the 1976 Administration of Justice program and course directory for 29 Southern California Community Colleges, there is a definite trend away from titling such programs as police science.[51] The directory listed only four colleges titling their programs Police Science. However, 19 colleges called their programs either Criminal Justice or Administration of Justice Studies, while 4 colleges titled their programs either Public Services/

Safety or Criminology. Some colleges have broadened their programs extensively in order to meet students' needs. Some colleges emphasize basic (technical) curriculum while others reflect more academic concerns. To better understand curriculum trends, selected college curricula from Police Science, Administration of Justice (Criminal Studies), Public Safety, and Criminology models will be reviewed.

In 1976, Mira Costa College titled their program Police Science. There were no option programs and the required courses reflected vocational concerns. For example, students were required to take courses such as Patrol Procedures, Traffic Control, Defensive Tactics, Firearms, and First Aid. While these courses have some value, there is a definite lack of conceptual value. There were also no curriculum options for students. There was one elective course in Corrections and one in Industrial Security.

Programs titled Administration of Justice or Criminal Justice were most popular. Their popularity is the result of a systems model approach to education. The systems model has become an important curriculum development in criminal justice education. This approach recognizes the entire crime control apparatus, the interaction among its sub-systems, and the justice process. As commented by Riddle:

> It makes little sense to have separate departments of police science or administration and corrections, and the tendency has been to put them in one department with a broader title.[52]

Many of these programs offer several options for students. Moorpark

College provides an excellent example of a multi-phased program. In addition to the core requirements, students were provided curriculum options in law enforcement, correctional administration, security services, court administration, and evidence technicians. Santa Ana College provides a legal assistant option. Antelope Valley College's administration of justice program offers study in criminal law and criminology.

It is clear that many colleges offering an associate degree in administration of justice are providing students with career flexibility.

The public service programs are similar to the administration of justice programs. Mount San Antonio College, for example, offers six options. Students may concentrate on corrections, court administration, court enforcement, physical evidence technicians, or security services. Long Beach City College's public services department offers career tracks in corrections, public administration and human services. The criminology schools offer a variety of programs reflecting both practical and conceptual concerns. Southwestern College has three options: law enforcement, corrections, and pre-law. The pre-law track requires students to complete course work in composition and literature, political science and economics. All tracks require students to complete a course in written communications. Grossmont College also has three tracks incorporating law enforcement, criminalistics, and corrections.

The study of contemporary criminal justice is inter-disciplinary and integrative. Criminal justice methodology draws on a number of

disciplines. These disciplines include chemistry, economics, history law, management, physics, political science, psychology, sociology, and statistics. In addition, some colleges are moving toward a curriculum combining professional and liberal arts education. By definition, the professional curriculum creates a foundation of expertise in particular subject areas (i.e., first aid). The liberal arts education is education about or toward the study of culture. The liberal arts education provides students with a well-rounded knowledge of the human and non-human things; it provides an awareness of personal values; it provides an appreciation of the values of others.[53] Many community colleges are attempting to offer both professional and liberal arts courses to better serve students employed in criminal justice professions and those students seeking careers in these agencies. As discussed earlier, many California Community Colleges offer both vocational and academic oriented curricula. The authors hint that colleges must be flexible in their course offerings in order to keep pace with current social trends. Trends in college programs are often based on the demands by students and current social conditions. The situation is best summarized by Metz:

> Every course, whether it be practical or theoretical, must attempt to affect the attitudes and values of students as well as add to their body of knowledge in understanding the cultural, moral, and ethical differences upon which justice is based and operationalized.[54]

These debates continue but the trends seem to be toward more broad-based academic programs.

In sum, there are noticeable trends in offering diversified career tracks and flexible course offerings. There is also a trend in offering more communication courses. The programs studied here come a long way since the early prescriptive police science programs. Colleges are also moving toward consistency by requiring a universal core curricula. There also seems to be trends toward offering more liberal arts curricula. More evidence of these trends will be presented in the next section.

IDENTIFYING SUCCESSFUL CRIMINAL JUSTICE PROGRAMS

In this phase of the paper, an attempt will be made to assess the relative success of selected two-year criminal justice programs. Many of the programs discussed also mirror some of the current trends mentioned in the previous section. Successful programs, however, do not happen - they are developed. Objectives must be implemented. In order to remain competitive in providing quality education, educators must develop comprehensive, systemic self-appraisal programs. These appraisal programs help determine the success and importance of the curriculum. There are four principal ways this can be done: (1) student evaluation, (2) faculty and administration evaluations, (3) criminal justice agency personnel evaluations, and (4) evaluations from the general public concerning the relevance of the programs to community needs.[55]

A suggestion is made that programs must be systematically evaluated.

Input must be gathered from those persons/agencies being served. Thus, advisory committees composed of lay and professional members must be organized. The two most important criteria in program maintenance are faculty recruitment and curriculum development. In order to meet these demands and to implement change, there must be an innovated, goal-oriented faculty. No question in police education is more sensitive than who should educate the police. The type of curriculum model used will often determine the type of faculty recruited. As stated in the Carnegie Foundation report: "Once the faculty is in place, the catalog has largely been written."[56]

The suggestion is made that criminal justice faculty must have both experiential and academic qualifications. However, practical police experience should not be the main requirement for a faculty appointment. If programs are to be successful, then the faculty must also have a conceptual foundation. In other words, programs that encompass liberal arts or a professional curriculum (as current trends seem to indicate), must assure that a faculty with the appropriate scholarly requirements be employed. Likewise, if the curriculum is paraprofessional or vocationally oriented, then a faculty with more experiential training than scholarly credentials may be more advisable. The curriculum of successful programs seems to have a broader base. Curricula that offer many optional tracks draw more students than the more narrowly prescribed programs. There are, however, mixed reports on what is a successful program. Some community colleges have reported relative success through student employment and

student satisfaction by offering a prescriptive vocational program. Lorain County Community College in Ohio, for example, offers courses in technical areas such as juvenile procedures, photography, traffic law enforcement, public administration, accident investigation, criminal investigation, criminal law, and criminalistics. The college reports that the number of students graduating from the program has increased from just three in 1969 to forty-six in 1976.[57] It is not easy to define what are or are not successful programs. However, successful programs are usually evaluated in terms of their outputs. That is, the employability of students and their attitudes on their educational experiences. At Lorain County Community College, students surveyed revealed that 98 percent of the police officers indicated that college education benefitted them personally in their profession.[58] Thus, successful education may depend on how students perceive the program. The college also reported that the majority of students completing the program were able to find employment in criminal justice related occupations.[59]

Police/criminal justice education is undergoing change. Enrollments are declining on college campuses nationwide. There seems to be a drop in criminal justice enrollments on the two-year campuses. As a result, programs, in order to remain viable, must seek new students. There seems to be an increase in pre-service students seeking careers in the criminal justice field.[60] Colleges must tailor their programs to meet the needs of these new students. Therefore, some colleges are claiming success by offering non-traditional courses to non-traditional students.

Santa Barbara City College has met the challenge of declining enrollment by offering a more broadly-based curriculum in criminal justice. There is a move away from offering specialized police courses which were popular several years ago. A new class was developed entitled Contemporary Criminal Justice Issues. The class offers a different topic every five weeks. Students may earn one unit of college credit by attending class one night a week for five weeks. In the next five weeks, another topic related to criminal justice, will be offered. The topics cover a variety of issues such as organized crime and crime prevention. The topics are developed to attract students from many backgrounds and perspectives. The course is designed to be flexible. Early indications point to success in attracting new students.[61]

Another perspective is offered by the criminal justice chairman at California Lutheran College, a former community college instructor. He suggests that successful community college programs are those that offer "a good general education... Community Colleges must not cater to the vocational student... successful two-year programs are those that strive for articulation with the university... Students must not be limited in their employment aspirations and educational opportunities."[62]

Long Beach City College offers an associate degree in administration of justice. It is reported that the program has been successful in meeting the needs of the students and criminal justice community. The program offers several courses which are cross listed with sociology. Students may gain credit in either sociology or criminal justice. There are 24

courses which are accepted for transfer at the university level. The college is also experimenting with short term courses. For example, there is a 45 hour course on computer fraud offered. Students may earn 2 units of credit by completing this course. These short term courses have proven successful in drawing students from many occupational areas. In addition, the college offers a basic police academy in conjunction with the Long Beach Police Department. Recruits completing the academy may earn nine units of elective credit in addition to fulfilling the state mandated police training requirement. Currently, there are approximately 700 students enrolled in the LBCC administration of justice program.[63]

This writer reports successful developments at Glendale Community College. The traditional police science program was initiated at Glendale College in 1959. The program had virtually remained unchanged until approximately two years ago. The curriculum now includes conceptual courses such as crisis intervention, corrections, and a course in crime and delinquency. The program has broadened its course offerings to attract more students. There are also specialized training courses offered on a monthly basis. The training courses are designed (but not restricted to) for in-service police officers. The courses are approved by the California Peace Officer Standards and Training Commission (P.O.S.T.). These specialized courses are designed to meet specific needs of police agencies. The courses are normally 24 hours in length. Topics may range from child abuse to advanced homicide investigation. In other words, Glendale

College makes a distinction between education and training - between prescriptive and conceptual learning. Since the program was revised, there has been a slight increase in enrollment. Students' evaluations of the program have been most favorable. All part time faculty members have advanced degrees and professional experience.

CONCLUSIONS

It is clear that many community colleges are moving to revise their programs. There is a definite trend toward a more broadly based education. While some colleges continue to offer prescriptive vocational programs, they seem to be on the decline. Community colleges, however, must continue to be responsive to community needs. Thus, vocational technical courses may be offered to accommodate those needs. There should be a clear distinction between education and training in the community colleges. The trend is definitely toward liberalizing the associate degree program emphasizing communication skills and conceptually-based courses. There is also a trend in recruiting higher educated faculty members. Criminal justice education has suffered too long from the employment of second-career vocationally-oriented faculty. Criminal justice is not considered a full academic discipline yet. It may never achieve that status until some changes are made. Quality faculty is needed for research and curriculum development. Communication, ethnic and language studies, must be part of every curriculum. Curricula should concentrate on

those subject areas that are best taught in the educational environment rather than on the job. It is the position of the writer that certain community college programs are facing declines in enrollments. As in business, new markets must be developed in order to remain competitive. Criminal justice programs must develop programs relevant to the needs of students and criminal justice organizations. However, the future of two-year associate programs in criminal justice is grim. There is a tendency by some scholars to question the purpose and validity of the two-year program. There is a move to articulate more with the four-year colleges. In addition, many students are seeking courses that are transferable to the university. Some police and probation agencies are requiring education beyond an associate degree for entry level and promotional positions. Many federal law enforcement and correctional positions require a baccalaureate degree. The terminal two-year program may be a thing of the past due to the increased expectations of criminal justice employers. However, the community college will always play an important role in offering courses which meet local needs. For example, many degreed professionals may seek out the community college for in-service or refresher courses. There indeed needs to be further research on the effectiveness of criminal justice education as perceived by the criminal justice practitioners and students.

REFERENCES

[1]Lawrence W. Sherman and the National Advisory Commission on Higher Education for Police Officers, The Quality of Police Education (Jossey-Bass Publishing Co., 1978), pp. 35-36.

[2]M. A. Golladay, "The Condition of Education," National Center for Educational Statistics 3 (1977):56.

[3]American Bar Association, Project on Standards for Criminal Justice. Standards Relating to the Urban Police Function (New York: Institute of Judicial Administration, 1973), p. 218.

[4]Frank Prassel, Criminal Law Justice and Society (Goodyear Publishing Co., 1979), pp. 99-100.

[5]Robert Rawitch, "Court Predisposed to Quotas for LAPD," Los Angeles Times, January 11, 1980, Part II, p. 1.

[6]J. V. Baldridge, V. D. Curtis, et al., Policy Making and Effective Leadership: A National Study of Academic Management (San Francisco: Jossey-Bass, 1978).

[7]Op. cit., Sherman, p. 109.

[8]Albert Deutsch, The Trouble With Cops (New York: Crown Publishers, 1955), p. 122.

[9]August Vollmer, The Police and Modern Society (Berkeley: University of California Press, 1936), pp. 230-232.

[10]David Carter and J. D. Jamieson and Allen D. Sapp, "Criminal Justice Monograph: Issues and Trends in Criminal Justice Education," (Sam Houston University: ERIC Document Reproduction Service, ED 166389, 1978), p. 24.

[11]Sue Titus Reid, Crime and Criminology (Hinsdale, Ill.: Dryden Press, 1976), pp. 330-331.

[12]Raymond Fosdick, American Police Systems (New York: The Century Co., 1920), pp. 225, 298-300.

[13]Herman Goldstein, Policing in a Free Society (Cambridge, Mass.: Ballinger Publishing Co., 1977), p. 284.

[14]Arthur Niederhoffer and Abraham S. Blumberg, The Ambivalent Force: Perspectives on the Police (Hinsdale, Ill.: Dryden Press, 1976), p. 380.

[15]President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (Washington, D.C., Government Printing Office, 1967), p. 279.

[16]Municipal Police Administration (Washington, D.C.: International City Managers Association, 1969), pp. 176-177.

[17]Law Enforcement and Criminal Justice Education: Directory 1975-76 (Gaithersburg, MD.: International Association of Chiefs of Police, 1975), p. 3.

[18]Ibid., p. 177.

[19]Daniel Bell, "The Police Role in Higher Education," Journal of Police Science and Administration 7 (1978):467-475.

[20]Sherman, p. 67.

[21]American Bar Association, Projects on Standards for Criminal Justice, Standards Relating to the Urban Police Function (New York: Institute of Judicial Administration, 1973), p. 21.

[22]D. Salten, paper presented to the National Advisory Committee on Higher Education for Police Officers, John Jay College of Criminal Justice, New York City, June 20, 1977. Taken from Sherman, p. 70.

[23]L. T. Hoover, Police Educational Characteristics (Washington, D.C.: U.S. Law Enforcement Assistance Administration, 1971), p. 12.

[24]Goldstein, 1977, pp. 32-33.

[25]Op. cit., Sherman, p. 74.

[26]C. W. Tenny, Higher Education Programs in Law Enforcement (Washington, D.C.: U.S. Law Enforcement Assistance Administration, 1971), p. 12.

[27]A. N. Whitehead, The Aims of Education and Other Essays (New York: Free Press, 1967), p. 48.

[28]Op. cit., Sherman, 1978, p. 79.

[29]Op. cit., Sherman, 1978, p. 80.

[30]J. D. Stinchcomb, Law Enforcement Technology (Police Science Technology): A Suggested Two-Year Post High School Curriculum (Washington, D.C.: U.S. Office of Education, 1975), p. 31.

[31]Sherman, 1978, p. 81.

[32]Sherman, p. 81.

[33]F. Rudolph, Curriculum: A History of the American Undergraduate Course of Study Since 1636 (San Francisco: Jossey-Bass, 1977), p. 288.

[34]Charles Saunders, Upgrading the American Police (Washington, D.C.: Brookings Institution, 1970), p. 95.

[35]Op. cit., Tenny, 1971, pp. 4-5.

[36]Sherman, pp. 87-88.

[37]Roger Yarrington, "Good News for Occupational Education," Community and Junior College Journal (March 1980):30-38.

[38]Sherman, p. 116.

[39]Robert J. Meadows, "Strengthening the Two-Year Curriculum: A Non-Traditional Communicative Approach," Police Chief Magazine (August 1978):49-50.

[40]Bernard Locke and Alexander B. Smith, "Police Who Go To College," in Arthur Niederhoffer's and Abraham S. Blumberg's eds., The Ambivalent Force, 2nd ed. (New York: Holt, Rinehart and Winston, 1976), pp. 164-168.

[41]Robert R. O'Reilly, Post-Secondary Education for Canadian Police Officers: The Community College (Ontario, Canada: ERIC Document Reproduction Service, ED 175-510, 1977), pp. 98-106.

[42]Ibid.

[43]Lawrence W. Sherman and Warren Bennis, "Higher Education for Police Officers: The Central Issues," Police Chief Magazine (August 1977):33.

[44]Administration of Justice Program Directory, 1976 (California Association of Administration of Justice Educators).

[45]Thompson S. Crockett and James D. Stinchcomb, Guidelines for Law Enforcement Education Program in Community and Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1968), pp. 16-18.

[46]Ibid.

[47]Op. cit., Meadows, p. 50.

[48]James N. Poland, "A Paradox in Criminal Justice Education," Police Chief Magazine (August 1978):37-39.

[49]Thomas Kellog and Daniel B. Kennedy, "Education and Training of Criminal Justice Personnel: Some Thoughts and Reflections," Police Chief Magazine (August 1978), p. 63.

[50]Op. cit., Administration of Justice Program Directory, p. A.

[51]Op. cit., Administration of Justice Program Directory, pp. 1-42.

[52]Donald Riddle, "The Emerging Field of Criminal Justice," The Police Chief Magazine (August 1978):18-21.

[53]C. B. Fite, J. D. Harlen, Jr., and C. P. McDowell, "Criminal Justice Curricula: A Reflective Glance," Journal of Police Science and Administration 5 (December 1977):456-464.

[54]Harold W. Metz, "Capitulation to Careerism," Police Chief Magazine (August 1978):44-45.

[55]T. Kenneth Moran, James Berger, and Janice McKenzie, "A Process for Assessing Criminal Justice Education: Methods - Programs - and Evaluation," Police Chief Magazine (August 1977):46.

[56]Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum: A Contemporary Review with Suggestions (San Francisco: Jossey-Bass, 1977), pp. 8-9.

[57]Walter McGreevy, George Rosbrook, and A. Bari Lateff, "An Evaluation of a Police Science Program," Police Chief Magazine (August 1978):42-44.

[58]Ibid., pp. 42-44.

[59]Ibid.

[60]In-Service students refers to those employed in law enforcement or related fields such as probation or parole. Pre-Service students are those persons with no experience in law enforcement or related fields.

[61]Interview with Don Seaver, Chairman, Administration of Justice Department, Santa Barbara City College, Santa Barbara, California, February 25, 1980.

[62]Interview with Mike Doyle, Chairman, Administration of Justice Department, California Lutheran College, Thousand Oaks, California, January 12, 1980.

[63]Interview with Denny Pace, Administration of Justice Department, Long Beach City College, Long Beach, California, February 27, 1980.

BIBLIOGRAPHY

American Bar Association, Project on Standards for Criminal Justice, Standards Relating to the Urban Police Function (New York: Institute of Judicial Administration, 1973), p. 218.

Baldridge, J.V., Curtis, V.D., et al., Policy Making and Effective Leadership: A National Study of Academic Management (San Francisco: Jossey-Bass, 1978).

Bell, Daniel, "The Police Role in Higher Education," Journal of Police Science and Administration 7 (1978):467-475.

California Association of Administration of Justice Educators (Administration of Justice Program Directory, 1976).

Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum: A Contemporary Review with Suggestions (San Francisco: Jossey-Bass, 1977), pp. 8-9.

Carter, David; Jamieson, J.D.; and Sapp, Allen D., "Criminal Justice Monograph: Issues and Trends in Criminal Justice Education," (Sam Houston University: ERIC Document Reproduction Service, ED 166389, 1978), p. 24.

Crockett, Thompson S., and Stinchcomb, James D. Guidelines for Law Enforcement Education Program in Community and Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1968), pp. 16-18.

Deutsch, Albert. The Trouble With Cops. New York: Crown Publishers, 1955.

Fite, C. B.; Harlen, Jr. J. D.; and McDowell, C. P., "Criminal Justice Curricula: A Reflective Glance," Journal of Police Science and Administration 5 (December 1977):456-464.

Fosdick, Raymond. American Police Systems. New York: The Century Co., 1920.

Goldstein, Herman. Policing in a Free Society. Cambridge, Mass.: Ballinger Publishing Co., 1977.

Golladay, M. A., "The Condition of Education," National Center for Educational Statistics 3 (1977):56.

Hoover, L. T. Police Educational Characteristics. Washington, D.C.: U.S. Law Enforcement Assistance Administration, 1971.

Interview with Don Seaver, Chairman, Administration of Justice Department, Santa Barbara City College, Santa Barbara, California, February 25, 1980.

Interview with Mike Doyle, Chairman, Administration of Justice Department, California Lutheran College, Thousand Oaks, California, January 12, 1980.

Interview with Denny Pace, Administration of Justice Department, Long Beach City College, Long Beach, California, February 27, 1980.

Kellog, Thomas and Kennedy, Daniel B., "Education and Training of Criminal Justice Personnel: Some Thoughts and Reflections," Police Chief Magazine (August 1978):63.

Law Enforcement and Criminal Justice Education: Directory 1975-76 (Gaithersburg, MD.: International Association of Chiefs of Police, 1975), p. 3.

Meadows, Robert J., "Strengthening the Two-Year Curriculum: A Non-Traditional Communicative Approach," Police Chief Magazine (August 1978):49-50.

McGreevy, Walter; Rosbrook, George; and Lateff, A. Bari, "An Evaluation of a Police Science Program," Police Chief Magazine (August 1978):42-44.

Metz, Harold W., "Capitulation to Careerism," Police Chief Magazine (August 1978):44-45.

Moran, T. Kenneth; Berger, James; and McKenzie, Janice, "A Process for Assessing Criminal Justice Education: Methods - Programs - and Evaluation," Police Chief Magazine (August 1977):46.

Municipal Police Administration (Washington, D.C.: International City Managers Association, 1969), pp. 176-177.

Niederhoffer, Arthur and Blumberg, Abraham S. The Ambivalent Force: Perspectives on the Police. Hinsdale, Ill.: Dryden Press, 1976.

O'Reilly, Robert R. Post-Secondary Education for Canadian Police Officers: The Community College. Ontario, Canada: ERIC Document Reproduction Service, ED 175-510, 1977, pp. 98-106.

Poland, James N., "A Paradox in Criminal Justice Education," Police Chief Magazine (August 1978):37-39.

Prassel, Frank. Criminal Law Justice and Society. Goodyear Publishing Co., 1979.

President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (Washington, D.C.: Government Printing Office, 1967), p. 279.

Rawitch, Robert, "Court Predisposed to Quotas for LAPD," Los Angeles Times, January 11, 1980, Part II, p. 1.

Reid, Sue Titus. Crime and Criminology. Hinsdale, Ill.: Dryden Press, 1976.

Riddle, Donald, "The Emerging Field of Criminal Justice," The Police Chief Magazine (August 1978):18-21.

Rudolph, F. Curriculum: A History of the American Undergraduate Course of Study Since 1636. San Francisco: Jossey-Bass, 1977.

Salten, D., paper presented to the National Advisory Committee on Higher Education for Police Officers, John Jay College of Criminal Justice, New York City, June 20, 1977. Taken from Sherman, p. 70.

Saunders, Charles. Upgrading the American Police. Washington, D.C.: Brookings Institution, 1970.

Sherman, Lawrence W., and the National Advisory Commission on Higher Education for Police Officers. The Quality of Police Education. Jossey-Bass Publishing Co., 1978.

Stinchcomb, J. D. Law Enforcement Technology (Police Science Technology): A Suggested Two-Year Post High School Curriculum. Washington, D.C.: U.S. Office of Education, 1975.

Tenny, C. W. Higher Education Programs in Law Enforcement. Washington, D.C.: U.S. Law Enforcement Assistance Administration, 1971.

Vollmer, August. The Police and Modern Society. Berkeley: University of California Press, 1936.

Whitehead, A. N. The Aims of Education and Other Essays. New York: Free Press, 1967.

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

JUN 13 1980